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ABSTRACT

This self-instructional manual was developed in Australia for people who would like to learn about the writing process. about it. It provides an introduction to the key features of four kinds of texts, covering: (1) "Writing for Yourself"--keeping a journal and "what" to write in it; (2) writing to communicate with others; (3) ideas for inspiration; and (4) help with final editing and checking structure, grammar, punctuation, and spelling. Examples and worksheets are provided to assist writers as they work through the step-by-step plan. (KC)

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To Write? . . . Too Right!

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Acknowledgements:
Permission to print the following is gratefully acknowledged.

TOM ROBERTS
Australia 1856-1931
A break away!
1891 Corowa, New South Wales and Melbourne
oil on canvas, 137.2 x 168.1 cm
Art Gallery of South Australia, Adelaide
Elder Bequest Fund 1899

JACKSON POLLOCK
United States 1912-1956
Blue Poles
1952
oil, enamel and aluminium paint on canvas, 210.0 x 486.8 cm
Collection: National Gallery of Australia, Canberra
© 1997 Pollock-Krasner Foundation/Artists Rights Society (ARS), New York

KEN DONE
Australia (1940-)
Sunday
1982
oil on canvas, 102 x 82 cm
Ken Done & Associates, Sydney

CANBERRA TIMES - Working for Love or Money, Playing Sport
JONQUIL MACKEY - Your Mind is Magic
TERRI CONNELLAN - Assistance with diary writing resources

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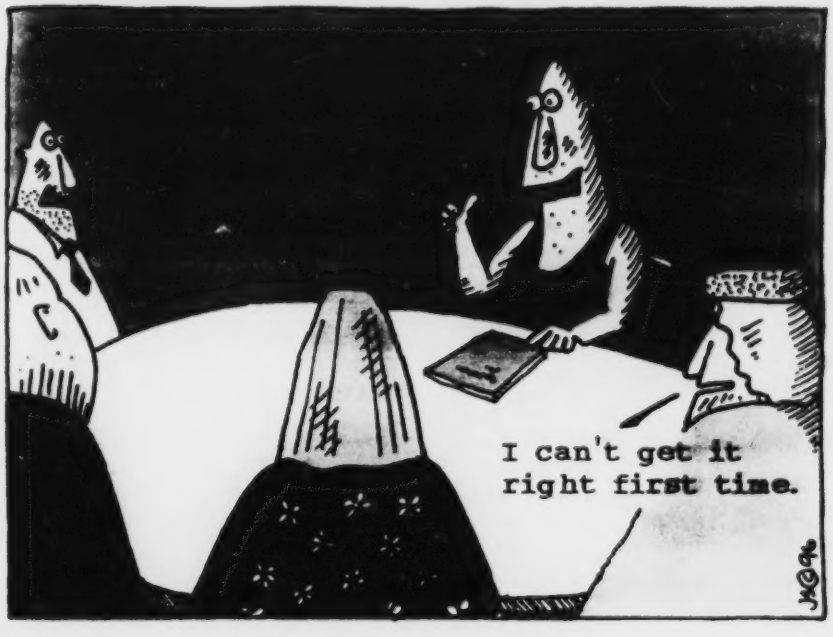
Canberra Institute of Technology
GPO Box 826
Canberra ACT 2601

February 1997

Who can use To Write? . . . Too Right!?

It is for people who would like to write but don't know how to go about it.

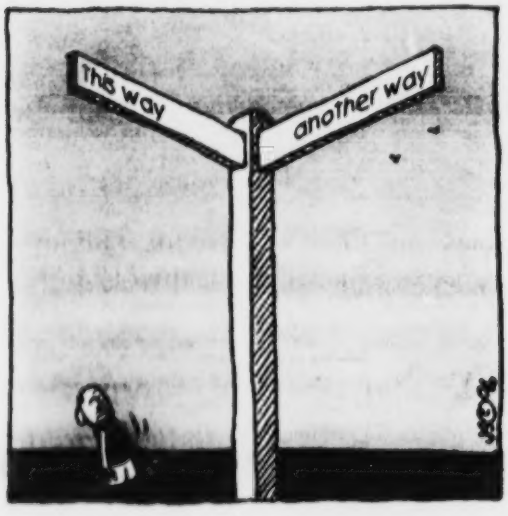


Why use To Write? . . . Too Right! ?

This book

- encourages you to write for yourself and gives you ideas on how to go about it
- shows you how to write when your work is to be read by others and provides writing guides for you to use
- gives you ideas to write about
- provides a help section for you to refer to when you're writing
- assists you to write just about anywhere, for example, in a class, at home and at work

How to find your way around To Write? . . . Too Right!



This book is divided into four sections:

Section 1 Writing For Yourself

Section 2 Writing to Communicate with Others

Section 3 Ideas to Write About

Section 4 Help

You can refer to each section for ideas and help whenever you write.

Section 1 Writing For Yourself ■

This section of *To Write? . . . Too Right!* encourages you to write for yourself.

- you might write to remind yourself of things
- you might write to work out your feelings
- you might write for the pleasure of writing

One way to keep these personal writings together is in a journal. To get you started with your journal there are:

- suggestions of how to write in your journal
- suggestions of what to write in your journal
- suggestions for where to write your journal

Section 2 Writing to Communicate with Others

Whenever you write to communicate with other people your writing should clearly convey what you want to say. *To Write? . . . Too Right!* takes you through a procedure of six steps:

- deciding on your purpose
- brainstorming your ideas
- organising your ideas
- writing a draft
- editing your work
- producing a final copy

This procedure can be used when you write for a variety of purposes. *To Write? . . . Too Right!* shows you how to write for four of these purposes. They are:

1. writing a description
2. writing about an event
3. writing a point of view
4. writing a short story

You will find four writing guides to show you how to write for each of these purposes. Also, there are examples provided for you to follow.

You can photocopy these writing guides as many times as you need.

Section 3 Ideas to Write About

This section gives you a range of topics to write about. There are questions on each topic that will give you practice in writing for different purposes.

When you have decided on your purpose for writing and have chosen a topic, use the appropriate Writing Guide in Section 2 to guide you through the writing process.

Section 4 Help

When you write to communicate with other people certain standards of writing are expected. Editing is a critical part of the writing process but often writers feel unsure about how to correct their work. Section 4 gives you some tips for writing and editing your work for:

- structure
- punctuation
- spelling

Refer to this section as you write, when you are editing, or at any time to pick up strategies for writing.

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SECTION 1

Writing for Yourself

WRITING A JOURNAL

What is a journal?

A journal is where you write for yourself. It is a way of recording what you are doing and how you are feeling. It is a place where you can write down your thoughts, dreams, hopes, fears and worries.

Why keep a journal?

Keeping a journal helps you to practise your writing freely, improve and enjoy writing and work out how you feel. Using a journal regularly will improve your writing skills and increase your confidence.

How to keep a journal

In journal writing there is no proper way of writing. Anything is acceptable including what you write, where you write, how you write and when you write.

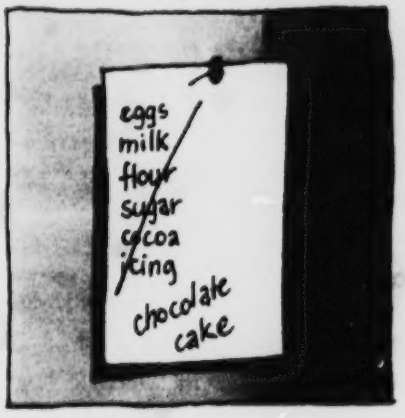
'Diary writing is free of . . . conventions and rules. Everything and anything goes. You cannot do it wrong. There are no mistakes. At any time you can change your point of view, your style, your book, the pen you write with, the direction you write on the page, the language in which you write, the subjects you include, or the audience you write to. You can misspell, write ungrammatically, enter incorrect dates, exaggerate, curse, pray, brag, write poetically, eloquently, angrily, lovingly. You can paste in photographs, newspaper clippings, cancelled cheques, letters, quotes, drawings, doodles, dried flowers, business cards, or labels. You can write on lined paper or blank paper, violet paper or yellow, expensive bond or newsprint . . .' (Rainer, T. 1980)

Some days you might want to write only one sentence but other days you might want to write pages.

What do you write in a journal?

You can write about anything at all. It may help to be aware of different ways other people use their journals. However select only the things **you** think are worth writing about.

You might want to write about ***events***, ***people*** and ***places*** and how you feel about them. This could mean that you write as an observer of an event or as someone who is involved in the event. It may mean recording the details or looking back and remembering the important events.



You might want to:

- write a list of the things you need to do
- describe a person or a place that you know well
- describe an imaginary person or place
- observe an event and write about it
- look back on what you have said and done and write about it
- record your personal and family history

You might want to write about your ***emotions*** and ***inner feelings*** as this can help you to deal with strong feelings like anger, jealousy and frustration. You might want to:

- write freely, pouring your thoughts out onto the page
- list things that upset you or that you are afraid of
- write a letter that you don't intend sending
- write a conversation you can imagine having with someone you know, someone you haven't met or with an imaginary person

What do you use as a journal?

You could buy a ready-made diary. You might prefer to use a blank book as it gives you as much space as you need each time you write, but remember to date each entry for your personal record.

To get you started you could make a few photocopies of the journal sheet on the next page and keep them in a folder to use as your journal.

Journal

Date: _____

SECTION 2

Writing to Communicate with Others

THE WRITING PROCESS

When you write to communicate with others there are six stages to work through:

1. Deciding on your purpose

Before you write, work out who is going to read your writing, why you are writing and what it is you want to say. This will help you focus your thoughts.

2. Brainstorming

Jot down all thoughts on your topic. At this point don't stop to consider whether something is worth writing or not, just note everything that comes to mind. If you are having trouble thinking of words then start by writing a word for every letter of the alphabet. Also at this stage, you might find it helpful to work with someone else or in a group.

When you have finished brainstorming you will end up with a lot of words which you can now organise into groups.

3. Organising your ideas

Group the words together that are similar on your brainstorming sheet. Cross out anything that doesn't seem to fit. Add more words if you need to. Now arrange the groups in the order that you want to write them. You can do this in a number of ways:

- in the order in which they happened
- in the order in which you look at something, for example, from top to bottom
- in order of importance

4. Writing your draft

Now it is time to write your work into sentences and paragraphs.

Each group of ideas will become a paragraph. Now write a sentence that summarises the ideas in the group. This is the topic sentence. It tells the reader what the paragraph is about.

When you have written your topic sentences you know how many paragraphs will be in your piece of writing. For each topic sentence you can now write a paragraph.

For each paragraph use the words in the group to write support sentences which expand on the topic sentence. You may want to write sentences that give examples of the topic or, sentences that explore the topic further. Remember to keep to the topic. If you change the topic start a new paragraph.

You have now completed your first draft.

5. Editing your draft

Editing your own work is a very important skill that is an essential part of the writing process. After you have written your first draft check through your work and correct the structure, punctuation and spelling. Check to make sure your message is clear to the reader and standard conventions have been followed. You may also like to get other people to look at your writing and make suggestions.

Remember - Good writers don't get it right the first time. They get their ideas down first and then rework them.

6. Writing a finished piece

You might like to handwrite your final copy or type it on the computer. You might put it into a special folder or send it to someone. Where you write your final copy and how you use it will depend on the purpose of your writing.

PURPOSES FOR WRITING

In this next section you will find four different purposes for writing:

Each purpose for writing is structured differently. As you work through them use the guide sheets provided which take you through the six stages of the writing process.

Writing a description

Writing about an event

Writing a point of view

Writing a short story

WRITING A DESCRIPTION

When do you write a description?

2

You write a description when you want to draw a picture with words. Examples of where you might use this type of writing are letters, stories, essays, newspaper articles and reports.

Features of this type of writing:

When you write a description you usually:

- try to be clear and vivid
- use comparisons
- use lots of describing words
- describe things in the order you naturally see them (from top to bottom, left to right)
- include how you feel about the person, place or thing you are writing about

WRITING A DESCRIPTION

Purpose for writing

Are you describing: **a person?** .....
a place? *Yes*
an object? .....

Are you describing something: **imaginary?** .....
in front of you? .....
from memory? *Yes*

Who will read this? *My teacher and my family*

How will you present this writing? *As a written piece for my Adult Ed class*

Give your writing a heading. *My Special Place*

Example

WRITING A DESCRIPTION

Purpose for writing

Are you describing: **a person?** .....
a place? .....
an object? .....

Are you describing something: **imaginary?** .....
in front of you? .....
from memory? .....

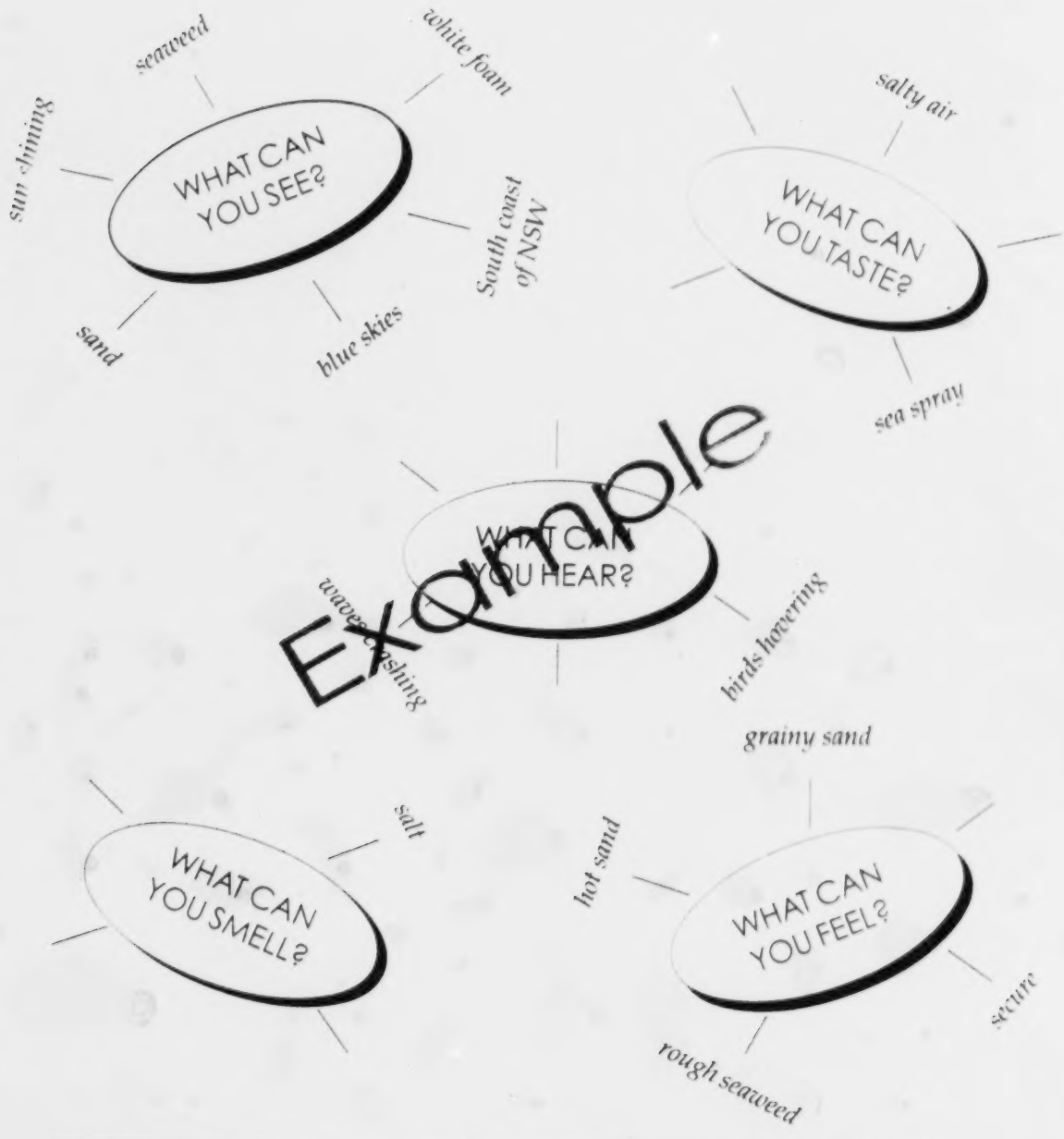
Who will read this?

How will you present this writing? .....

Give your writing a heading. .....

WRITING A DESCRIPTION ..... *My Special Place* .....

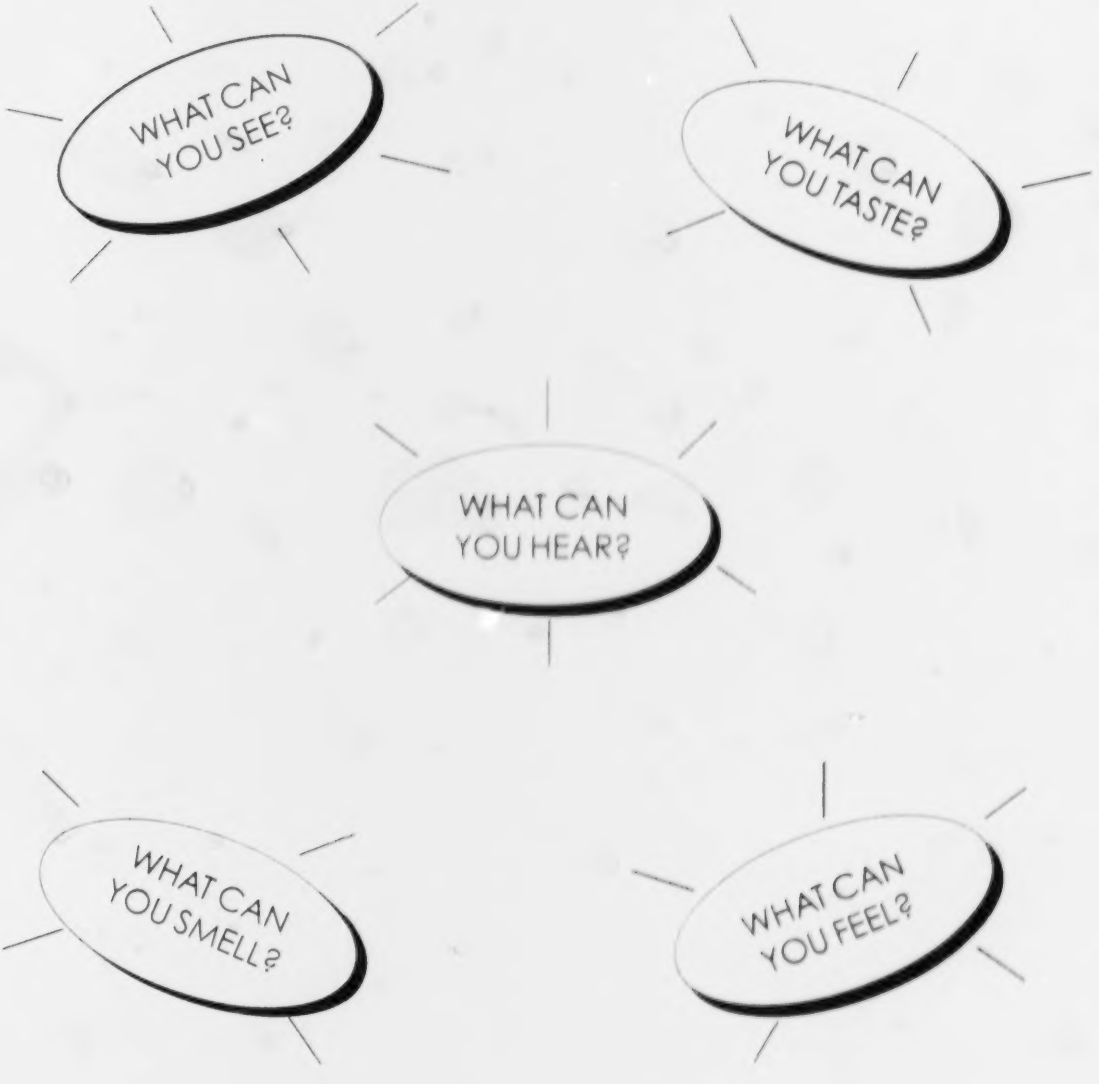
Brainstorming



Key Words:
jagged, sprawling, shining, hovering, platform

WRITING A DESCRIPTION

Brainstorming



Key Words:

WRITING A DESCRIPTION ..... *My Special Place* .....

Organising your ideas

Introduction: overall impression of the person, place or object

south coast of NSW
small township
quiet beach surrounded by headlands
takes me about two hours to get there by car
I never get bored with this place and always come away from it feeling better
headland on one side and a rock platform on the other

Example

Details of the description

waves crashing, sprawling out onto the sandy beach
smooth, clear water
sea salt
there are birds swooping and hovering
seaweed has been washed up onto the beach

Personal comment *(if appropriate)*

I love coming to this place
It makes me feel calm and strengthened

WRITING A DESCRIPTION

Organising your ideas

Introduction: overall impression of the person, place or object

Details of the description

Personal comment *(if appropriate)*

WRITING A DESCRIPTION ..... My Special Place .....

Draft

2

/' /ou There's a place on the S/th Coast of NSW. Its surrounded by a headland on one side and a rock platform on the southern side.

/I I can feel the grains of sand between my toes. Its warm. As I walk the wind blows
/x around my face, I can smell the sea. I feel excited and comforted all in the same
delete breathe. There are waves rolling in onto the beach. I can hear them as they break.
It's powerful and never ending. It makes me feel secure. As I look around I
/ce /e /. noti/ birds hov/ring over the wate/ there must be fish nearby. The water is very cold.

EXCERPT

The waves break onto rocks on either side of the beach. You can walk on the
/o /er s/th/h side around the headland. These rocks have been smoothed into different shapes, showing their beautiful patterns and colours.

/o /e /'/e When I c/m/ to this place I don/ think about my worries. I get strengthen/ from
/M the power and the life that surrounds me. my stresses are not as large as the sea
/i before me. I feel secure here I can breathe eas/y and take in the energy.

WRITING A DESCRIPTION

Draft

WRITING A DESCRIPTION ..... *My Special Place* .....

Editing

	Checked
Spelling	
♦ Are all the words spelt correctly?	
♦ Has spellcheck been used? (remember there are some traps, see Page 91)	
Punctuation	
♦ Is there a full stop, question mark or exclamation mark at the end of each sentence?	
♦ Are there capitals at the beginning of each sentence and for special names?	
♦ Are commas used correctly?	✓
♦ Are apostrophes used to show ownership or to combine two words?	
♦ Are quotation marks used when a person is speaking?	N/A
Structure	
♦ Does each sentence make sense by itself?	✓
♦ Are the sentences in each paragraph related to each other?	✓
♦ Are the paragraphs in the right order?	✓
♦ Does each sentence say something about a person, place, thing or idea?	✓
♦ Are sentences with more than one idea connected with a joining word?	
Vocabulary	
♦ Have I used a variety of words? (This is to ensure that words are not overused.)	✓
♦ Have I said what I wanted to say?	✓
♦ Will the meaning be clear to the reader?	✓

Example

I need to work on: *abbreviations - sth, south, sthn, southern. Capitals at the beginning of sentences. Some spelling - homophones*

Words to put in my personal dictionary: *excited, south, breath/breathe, notice, hovering, come, strengthened, easily*

WRITING A DESCRIPTION

Editing

	Checked
Spelling	
♦ Are all the words spelt correctly?	
♦ Has spellcheck been used? (remember there are some traps, see Page 91)	
Punctuation	
♦ Is there a full stop, question mark or exclamation mark at the end of each sentence?	
♦ Are there capitals at the beginning of each sentence and for special names?	
♦ Are commas used correctly?	
♦ Are apostrophes used to show ownership or to combine two words?	
♦ Are quotation marks used when a person is speaking?	
Structure	
♦ Does each sentence make sense by itself?	
♦ Are the sentences in each paragraph related to each other?	
♦ Are the paragraphs in the right order?	
♦ Does each sentence say something about a person, place, thing or idea?	
♦ Are sentences with more than one idea connected with a joining word?	
Vocabulary	
♦ Have I used a variety of words? (This is to ensure that words are not overused.)	
♦ Have I said what I wanted to say?	
♦ Will the meaning be clear to the reader?	

I need to work on: _____

_____

Words to put in my personal dictionary: _____

_____

Final Copy

MY SPECIAL PLACE

There is a place on the South Coast of NSW that is surrounded by a headland on one side and a rock platform on the southern side. It is a small protected beach. I never get bored with this place because it is so beautiful and is always changing.

When I go there I love to walk along the beach. I can feel the grains of sand between my toes. It's warm. As I walk the wind blows around my face and I can smell the sea. I feel excited and comforted all in the same breath. There are waves rolling in onto the beach. I can hear them as they break. It's powerful and never ending. It makes me feel secure. As I look around I notice birds hovering over the water, so there must be fish nearby. The water is very cold.

Example

The waves break onto rocks on either side of the beach. It is possible to walk on the southern side around the headland. These rocks have been weathered into different shapes, exposing their beautiful patterns and colours.

When I come to this place I don't think about my worries. I am strengthened from the power and the life that surrounds me. My stresses are not as large as the sea before me. I feel secure here. I can breathe easily and take in the energy that is around me.

WRITING ABOUT AN EVENT

When do you write about an event?

You write about events when you retell a situation that has happened to you and when you note down the details of an incident. Examples of where you might use this type of writing are news items, historical accounts, work reports and personal letters.

Features of this type of writing

When you write about an event you usually:

- identify the people you are writing about
- write in the past (she *did* rather than she *does*)
- use linking words to do with time *(after, next, later)*
- write about yourself (*I*) or (*we*) or about someone else and use (*he*) or (*she*) or (*they*)
- include your personal reactions to the events you are writing about

WRITING ABOUT AN EVENT

Purpose for writing

Are you writing about an event that happened to you? *Yes*

Is this about something that actually happened? *Yes*

Is this an imaginary event? *No*

Who will read this? *My friend*

How will you present this writing? *A letter*

Give your writing a heading. *Stress in the Mornings*

Example

WRITING ABOUT AN EVENT

Purpose for writing

Are you writing about an event that happened to you? .....

Is this about something that actually happened? .....

Is this an imaginary event? .....

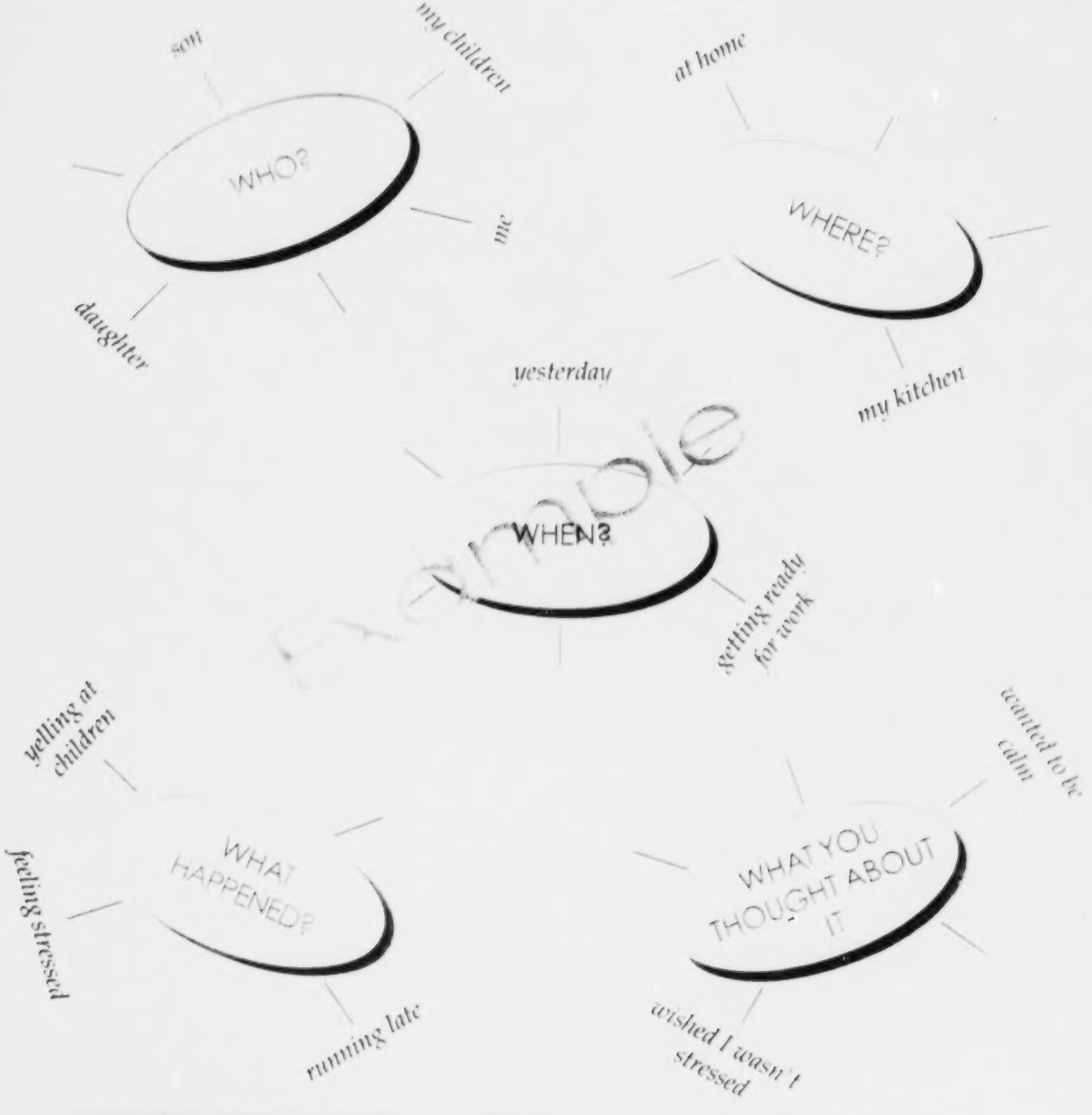
Who will read this? .....

How will you present this writing? .....

Give your writing a heading. .....

WRITING ABOUT AN EVENT ...*Stress in the Mornings*...

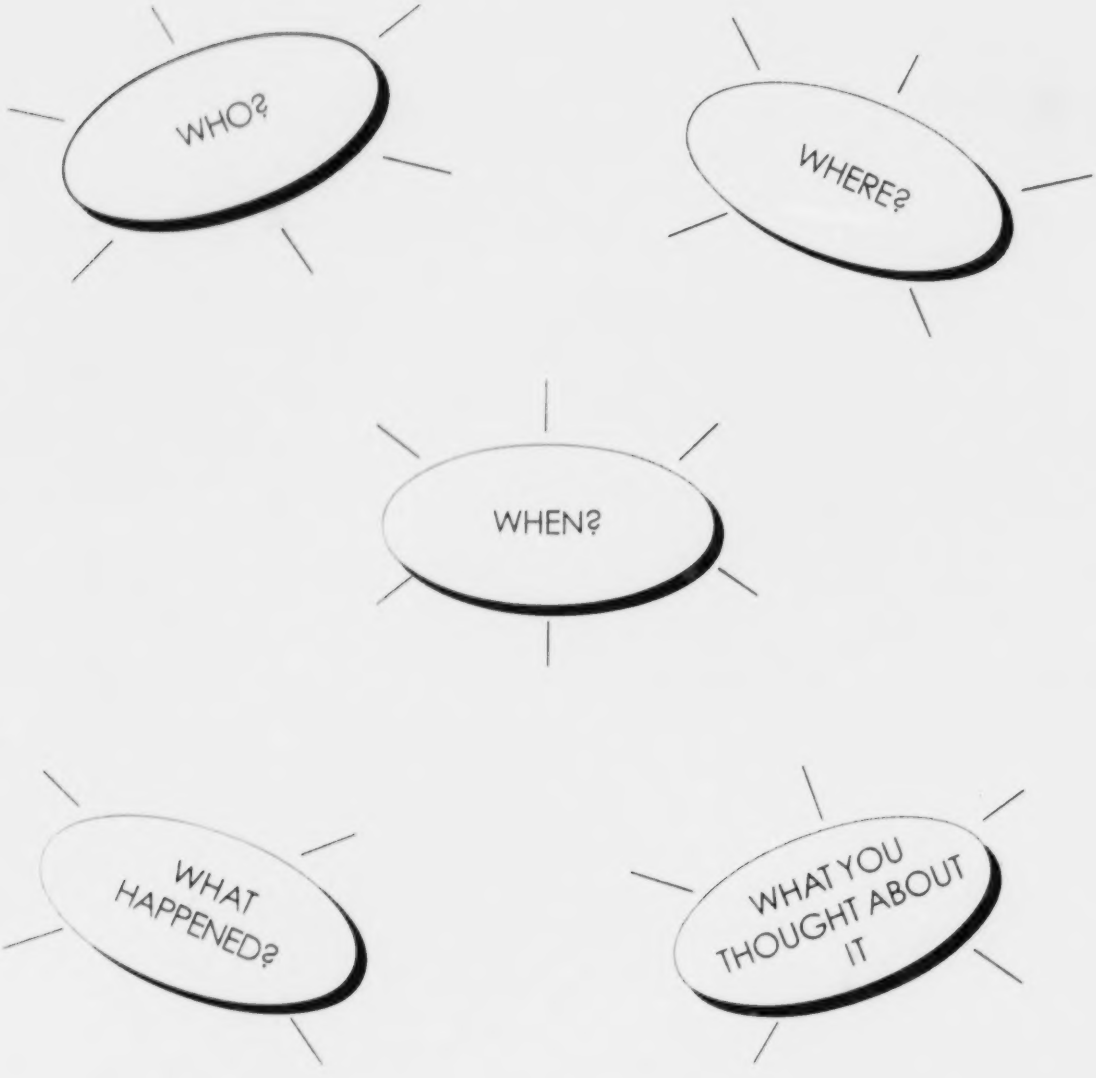
Brainstorming



Key Words:
lunches, washing, answer, phone, homework

WRITING ABOUT AN EVENT .....

Brainstorming



Key Words:

WRITING ABOUT AN EVENT ..... *Stress in the Mornings*

Organising your ideas

Background information

Woke up at 7.15am. Lay in bed wishing it was Sunday. Thought I had plenty of time to get to work by 9 a.m.

In what order did the events happen?
What do you think about these events? (if appropriate).

Children said they did not want to buy their lunches from the canteen.

They wanted to take sandwiches. I made sandwiches, took 20 minutes.

Hung out washing. Took 15 minutes.

Started eating cereal, phone rang, listened for 5 minutes, told my mother-in-law I was sorry she had to have an operation, said I would ring her back.

Looked through two laundry baskets of ironing for clothes to wear to work, ironed clothes.

50 minutes till I have to be at work.

Daughter said she needed a bunny costume for school play rehearsal today, found some cardboard and made ears, sewed pom-pom on seat of pyjama pants for bunny tail, lost track of time.

Son wanted me to find his soccer boots.

Shouted at children that they should be more organised and not leave things till the last minute.

Example

The outcome *(if appropriate)*

Arrived at work 20 minutes late for 9am meeting. Boss was not pleased.

Felt guilty for yelling at kids. Wished I could be calmer and not rushed in the morning. Will try to work out how.

WRITING ABOUT AN EVENT .....

Organising your ideas

Background information

In what order did the events happen?
What do you think about these events? (if appropriate).

The outcome (if appropriate)

WRITING ABOUT AN EVENT ..... *Stress in the Mornings*

Draft

/er /w I woke up at 7.15 yest/day morning and lay in bed Wishing it was Sunday. I
/a thought that I had plenty of time to get re/dy and be at work by 9 a.m.

/c First I went into the kit/hen. My children said that they hated the canteen food at
/ed /h school, and want/ me to make their lunches. I made sandwiches w/ch took twenty
/delete minutes. Next I hung out the washing on the line, hop/ing it would not rain/.
/close-up This took an other fifteen minutes.

/e /w After that I went back insid/ and start to eat a bo/l/ of /eri/al. Then the phone rang. /delete /c
I listened to my mother-in-law for about five minutes, told her I was sorry she
/t /i /o had to have an opera/h/n, and that I would ring her bac. later. I looked thr/u/ /delete /o h
/r two laundry baskets of i/oning for clothes to wear t wo.k. Next I ironed the
clothes.

At this stage I still had fifty minutes to be at work, but my d/ter suddenly /augh
announced that she need a bun/ co tume for the school play rehearsal today. I
/c found some /ardboard and made ears, sewed a pom-pom on the seat of some
/p /p Pyjama Pants for a bunny tail, and completely lost track of time. Then my son
wanted me to find his soccer boots. I shouted at the children that they sh/u/d be /o /
more organised and not leave things until the last minute.

Finally I arrived at work twenty minutes late for a 9 a.m. meeting. The boss gav/ /e
/ai me an icy stare and s/d "Good morning."

I thought that I hate feeling stressed, and felt guilty for yelling at the kids/ I wished
/n I could be calmer and not rushed in the morn/g. Maybe I should try get/ing up /t
/a e/rlier or work out a schedule for myself to keep track of time.

EXAMPLE

WRITING ABOUT AN EVENT .....

Draft

WRITING ABOUT AN EVENT ...Stress in the Mornings...

Editing

Spelling

- Are all the words spelt correctly?
- Has spellcheck been used? (remember there are some traps, see Page 91) ✓

Punctuation

- Is there a full stop, question mark or exclamation mark at the end of each sentence?
- Are there capitals at the beginning of each sentence and for special names?
- Are commas used correctly? ✓
- Are apostrophes used to show ownership or to combine two words? N/A
- Are quotation marks used when a person is speaking? ✓

Structure

- Does each sentence make sense by itself? ✓
- Are the sentences in each paragraph related to each other? ✓
- Are the paragraphs in the right order? ✓
- Does each sentence say something about a person, place, thing or idea? ✓
- Are sentences with more than one idea connected with a joining word?

Vocabulary

- Have I used a variety of words? (This is to ensure that words are not overused.) ✓
- Have I said what I wanted to say? ✓
- Will the meaning be clear to the reader? ✓

Example

I need to work on: *ed endings on verbs, sentence structure, spelling rules for adding endings to words.*

Words to put in my personal dictionary: *yesterday, reading, kitchen, which, hoping, rain, another, inside, bowl, serial/cereal, operation, through, ironing, daughter, should, gave, said, getting*

WRITING ABOUT AN EVENT

Editing

	Checked
Spelling	
♦ Are all the words spelt correctly?	
♦ Has spellcheck been used? (remember there are some traps, see Page 91)	
Punctuation	
♦ Is there a full stop, question mark or exclamation mark at the end of each sentence?	
♦ Are there capitals at the beginning of each sentence and for special names?	
♦ Are commas used correctly?	
♦ Are apostrophes used to show ownership or to combine two words?	
♦ Are quotation marks used when a person is speaking?	
Structure	
♦ Does each sentence make sense by itself?	
♦ Are the sentences in each paragraph related to each other?	
♦ Are the paragraphs in the right order?	
♦ Does each sentence say something about a person, place, thing or idea?	
♦ Are sentences with more than one idea connected with a joining word?	
Vocabulary	
♦ Have I used a variety of words? (This is to ensure that words are not overused.)	
♦ Have I said what I wanted to say?	
♦ Will the meaning be clear to the reader?	

I need to work on: _____

_____

Words to put in my personal dictionary: _____

_____

_____

Final Copy

STRESS IN THE MORNINGS

I woke up at 7.15 yesterday morning and lay in bed wishing it was Sunday. Unfortunately it was Monday and I knew I had a busy day ahead of me.

I thought that I had plenty of time to get ready and be at work by 9am. First I went into the kitchen. My children said that they hated the canteen food at school and wanted me to make their lunches. I made sandwiches which took twenty minutes. Next I hung out the washing on the line, hoping it would not rain. This took another fifteen minutes.

After that I went back inside and started to eat a bowl of cereal, then the phone rang. I listened to my mother-in-law for about five minutes, told her I was sorry she had to have an operation, and that I would ring her back later. I looked through two laundry baskets of ironing for clothes to wear to work. Next I ironed the clothes.

Example

At this stage I still had fifty minutes to be at work, but my daughter suddenly announced that she needed a bunny costume for the school play rehearsal that day. I found some cardboard and made ears, sewed a pom-pom on the seat of some pyjama pants for a bunny tail, and completely lost track of time. My son then wanted me to find his soccer boots. Up until this point I was coping with these added pressures. I finally lost my cool and shouted at the children that they should be more organised and not leave things until the last minute.

Finally I arrived at work twenty minutes late for a 9 a.m. meeting. The boss gave me an icy stare when he said 'Good morning.' I know he resents me being late.

I hate feeling stressed, and felt guilty for yelling at the kids. I wished I could be calmer and not rushed in the morning. Maybe I should try getting up earlier or work out a schedule for myself to keep track of time.

WRITING A POINT OF VIEW

When do you write a point of view?

You write about a point of view when you want to convince your readers that your view is right or that they should take a particular course of action. Examples of where you might use this type of writing are letters to the editor, letters of complaint, essays, newspaper articles or a presentation to change public opinion.

Features of this type of writing

When you write a point of view you usually:

- write about issues, ideas and opinions rather than people (unless the issue concerns particular people)
- avoid the use of emotive words
- use the passive voice (eg The cup was put on the table)
- use linking words *(because of, however, so, even though* and *therefore)*
- use technical terms where appropriate

WRITING A POINT OF VIEW

Purpose for writing

Are you trying to convince someone of your point of view? *Yes*

Are you comparing and contrasting two sides of an argument? *Yes*

Are you putting forward one point of view only? *No*

Who will read this? *My teacher*

How will you present this writing? *As an essay*

Give your writing a heading. *The Stresses of Modern Life*

Example

WRITING A POINT OF VIEW

Purpose for writing

Are you trying to convince someone of your point of view? .....

Are you comparing and contrasting two sides of an argument? .....

Are you putting forward one point of view only? .....

Who will read this? .....

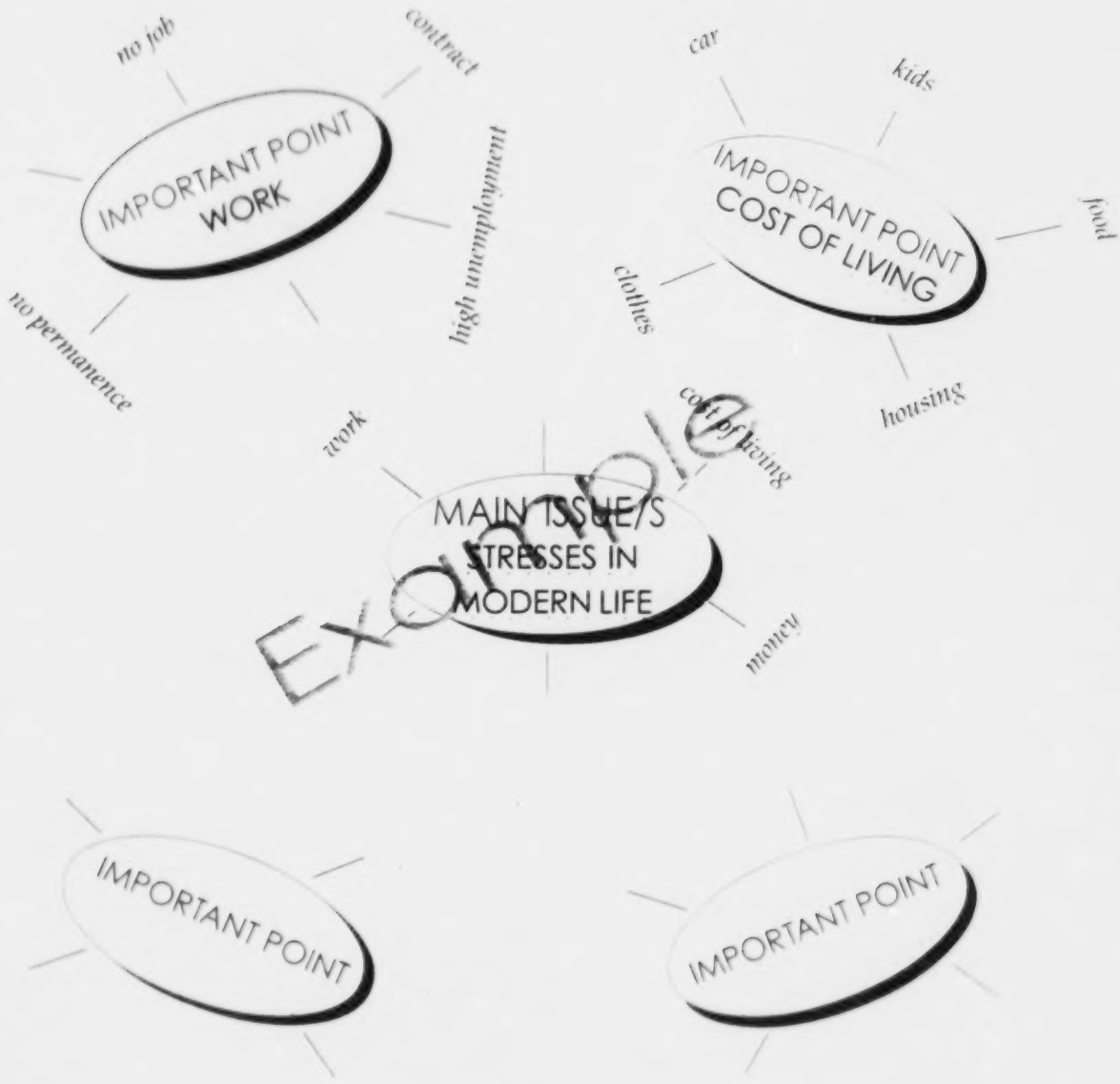
How will you present this writing? .....

Give your writing a heading. .....

WRITING A POINT OF VIEW ... *Stresses of Modern Life*

Brainstorming

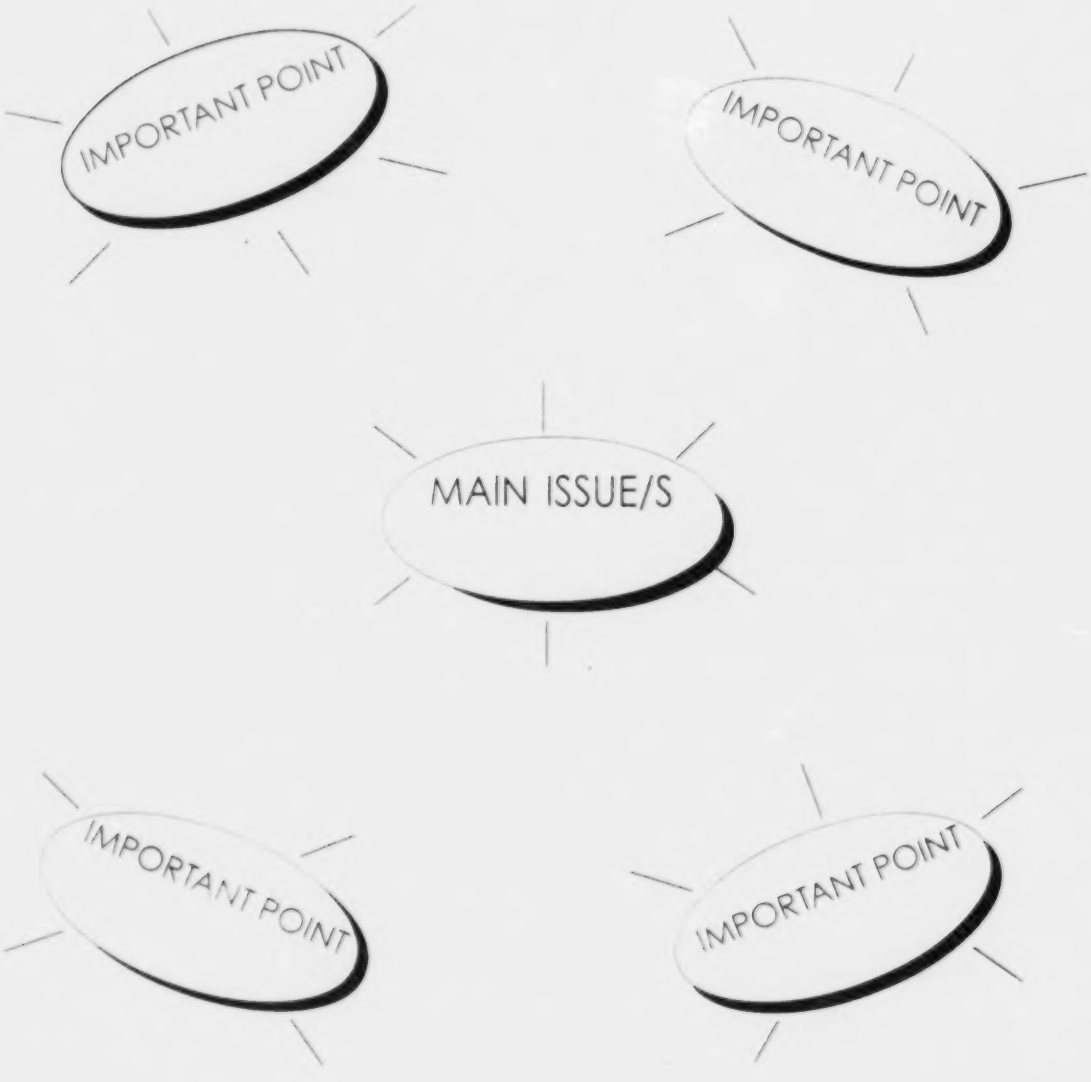
2



Key Words:
employment, stressful life, cost of living

WRITING A POINT OF VIEW .....

Brainstorming



Key Words:

WRITING A POINT OF VIEW ...*Stresses of Modern Life*

Organising your ideas

Introduction: the issue and an outline of the arguments

stresses of modern life

life is more stressful than it was for our parents - work, cost of living

Paragraph 1 topic sentence: Work was easier to get and keep for our parents

getting a job	jobs not permanent
more work same pay	high unemployment

Paragraph 2 topic sentence: We have more money worries than our parents did

car costs	food, housing, clothes
costs of children	

Example

Paragraph 3 topic sentence:

Conclusion: summary of the arguments

We have more stress than our parents due to the pressures of work and the cost of living

WRITING A POINT OF VIEW .....

Organising your ideas

Introduction: the issue and an outline of the arguments

Paragraph 1 topic sentence:

Paragraph 2 topic sentence:

Paragraph 3 topic sentence:

Conclusion: summary of the arguments

WRITING A POINT OF VIEW ..... *Stresses of Modern Life*

Draft

Life today is more stressful than it was for the last generation. Two of the main stresses are work and the cost of living.

2 Topic sentence

In our parents' generation once you got a job and learned how to do it life wasn't too bad. Now it is difficult to get a job in the first place. There aren't the jobs around that there used to be. We are being asked to give up more and do more work for the same pay. Jobs don't seem to be permanent any more. Now more people are employed on contract which means that you are always worrying about what will happen after the contract ends. You worry that if we lose our jobs we won't be able to get another one because of high unemployment.

reorganise sentences

use third person

Who?

We have more money worries than our parents did. Our parents managed to get by with one car or by using public transport but now many families need two cars. It is expensive to run two cars with rising petrol costs, registration and insurance. Children cost more. They want all the toys they see advertised on TV, they want to do activities outside school such as swimming lessons, go to the movies with their friends. They want to buy the latest fashions. All this costs money which adds to our expenses and our stress levels. Food, housing, and clothes cost more than they did in our parents' generation. Finding the money to pay for these expenses is very stressful.

stronger conclusion

Life is very stressful in today's society. While we have more than our parents did we pay for it by more stress.

WRITING A POINT OF VIEW

Draft

WRITING A POINT OF VIEW ... *Stresses of Modern Life*

Editing

Spelling	
♦ Are all the words spelt correctly?	✓
♦ Has spellcheck been used? (remember there are some traps, see Page 91)	✓
Punctuation	
♦ Is there a full stop, question mark or exclamation mark at the end of each sentence?	✓
♦ Are there capitals at the beginning of each sentence and for special names?	
♦ Are commas used correctly?	✓
♦ Are apostrophes used to show ownership or to combine two words?	
♦ Are quotation marks used when a person is speaking?	N/A
Structure	
♦ Does each sentence make sense by itself?	✓
♦ Are the sentences in each paragraph related to each other?	
♦ Are the paragraphs in the right order?	✓
♦ Does each sentence say something about a person, place, thing or idea?	✓
♦ Are sentences with more than one idea connected with a joining word?	
Vocabulary	
♦ Have I used a variety of words? (This is to ensure that words are not overused.)	✓
♦ Have I said what I wanted to say?	✓
♦ Will the meaning be clear to the reader?	✓

Example

I need to work on: *Structure. Topic sentences. Write in third person. Look at sweeping statements. and choice of words.*

Words to put in my personal dictionary:

WRITING A POINT OF VIEW

Editing

Checked

Spelling

- Are all the words spelt correctly?
- Has spellcheck been used? (remember there are some traps, see Page 91)

Punctuation

- Is there a full stop, question mark or exclamation mark at the end of each sentence?
- Are there capitals at the beginning of each sentence and for special names?
- Are commas used correctly?
- Are apostrophes used to show ownership or to combine two words?
- Are quotation marks used when a person is speaking?

Structure

- Does each sentence make sense by itself?
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- Are sentences with more than one idea connected with a joining word?

Vocabulary

- Have I used a variety of words? (This is to ensure that words are not overused.)
- Have I said what I wanted to say?
- Will the meaning be clear to the reader?

I need to work on: _____

_____

Words to put in my personal dictionary: _____

_____

_____

Final Copy

THE STRESSES OF MODERN LIFE

Life today is more stressful than it was for the last generation. Two of the main stresses today are work and money.

Work causes many stresses that our parents did not have. In our parents' generation work was usually easier to find. Often employers trained employees and it was common for people to stay in the same job for their whole working life. Now it is difficult to even find work. When people do find work they are expected to work harder. Also fewer jobs are permanent because more people are employed on contract. This causes stress about what happens when the contract ends. If people lose their jobs they worry that they might not get another one because of the high unemployment rate.

Families have more money worries than our parents did. Once families relied on public transport but it is difficult to survive today without a car, and cars are expensive. Registration, insurance and rising petrol costs add extra stress to our lives. Children also cost more. They want the toys that they see on television, they want to do activities outside school such as swimming lessons, they want to go to the movies with their friends and they want to buy the latest fashions. Food, housing, and clothes cost more than they did in our parents' generation. Finding the money to pay for these expenses is very stressful.

Jobs are more difficult to find and less secure these days. There are also more demands on the money we earn. Life in today's society is more stressful than that of our parents' generation.

WRITING A SHORT STORY

When do you write short stories?

You write short stories when you want to entertain the reader. You may also intend to make a point through your story. Examples of story writing are mysteries, romances, science fiction, adventures and fables.

Features of this type of writing

When you write a short story you usually:

- use lots of describing words
- write about people
- write in the past (*he did* rather than *he does*)
- use linking words (*after, next*)
- write the exact words people say in quotation marks
- write about yourself (*I*) or (*we*) or write about someone else (*he*) or (*she*) or (*they*)

WRITING A SHORT STORY

Purpose for writing:

Is your story:

to entertain? ..... *Yes* .....

to get a message across? ... *Yes* .....

Who will read this? ..... *Reader of community magazine* .....

How will you present this writing? ..... *As a short story for a magazine* .....

Give your writing a heading. ..... *Stress on the Road* .....

Example

WRITING A SHORT STORY

Purpose for writing:

Is your story:

to entertain? .....

to get a message across? .....

Who will read this? .....

How will you present this writing? .....

Give your writing a heading. .....

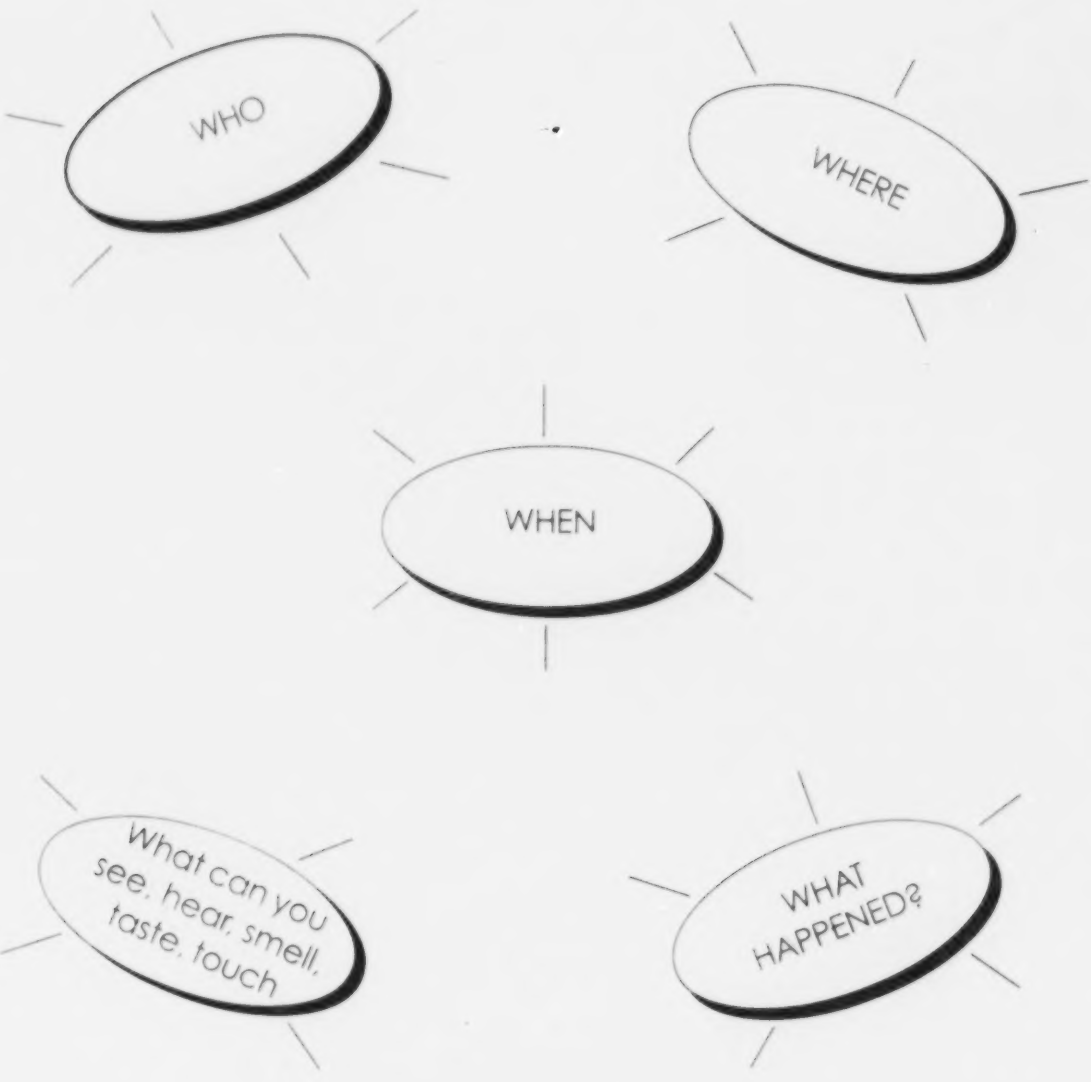
WRITING A SHORT STORY ... *Stress on the Road*

Brainstorming

Key Words:
hospital, broke down, casualty, Donnie, Simon

WRITING A SHORT STORY

Brainstorming



Key Words:

WRITING A SHORT STORY ..... *Stress on the Road* .....

Organising your ideas

Characters

Donnie - motor-head

Simon - chef

- both love music

Setting the scene

Donnie and Simon drive to Sydney to see a band

Example

The event or plot

car breaks down

Donnie and Simon get hurt

they both spend time in casualty and the car has to get fixed

The outcome

they get to see the band but are unable to do anything else

WRITING A SHORT STORY .....

Organising your ideas

Characters

Setting the scene

The event or plot

The outcome

WRITING A SHORT STORY ..... *Stress on the Road* .....

Draft

Donnie and Simon were best mates but no one could understand why. Donnie spent all of his time fixing up his car and he only seemed to be happy when he
2 */on the* was covered in grease. Simon /knew nothing about cars. He worked as a chef in
other hand a local Chinese restaurant, and liked watching videos on his days off. They both
new para loved music. [Their favourite band was playing in Sydney. They decided to drive up to Sydney to see them and make a weekend of it. /Simon and Donnie spent the */both* week planning what they were going to do there. Donnie wanted to go to some specialist car part dealers and was sure Simon wouldn't mind going with him. Simon planned to head straight to China town to buy exotic herbs and spices. [On *new para* Friday Donnie picked up Simon from the restaurant where he worked. It was after midnight and Simon was driving. They had been on the road for about an hour and a half when the car started wobbling and nearly went out of control. Donnie knew what the problem was as this had happened before. Donnie knew that the wheel studs had sheared off and the nuts and bolts were tumbling round inside the hub cap. He had no spare wheel studs because he had used them the
new para last time this happened. [They pulled over to the side of the road, and Donnie took the hub cap off. Four studs had come off and the front wheel was being held on by one cracked stud. They were lucky that the whole wheel hadn't fallen off when they were travelling at 100kph.

Example

There he was on the side of the road, which was just a narrow dirt strip at that point, in the dark with trucks roaring past about two metres away. He knew that he had to get studs from the back wheels to use on the front wheel. Donnie jacked up the back of the car and took two studs out of the back wheels to use to keep the front wheel from falling off. Then he jacked up the front. He was lying under the car with the vibration of the passing trucks making the car shake. Donnie thought that things could not get much worse. How wrong he was. [Just then the spanner *new para* slipped and he sliced his finger on the hub cap. There was blood everywhere. Simon who was not helping because he did not know anything about car mechanics, started to laugh when Donnie cut his finger. This made Donnie really angry because he was doing all the work and could have used Simon's help.
new para [Donnie had to use a sock to bandage his cut finger. Simon was still laughing at his friend's bad luck, a passing truck shot a rock up in the air. The rock hit the car bonnet, ricocheted off the roof, and struck Simon just under his eye. He was
new para bleeding too. [With the temporary repairs done, Donnie drove very slowly to Sydney. They spent all Saturday waiting in the Emergency Department of the hospital. On Sunday they spent the morning getting the car fixed. They got to see the band on Saturday night, so the trip was not a complete waste.

WRITING A SHORT STORY

Draft

WRITING A SHORT STORY ...Stress on the Road.....

Editing

	Checked
Spelling	
♦ Are all the words spelt correctly?	
♦ Has spellcheck been used? (remember there are some traps, see Page 91)	✓
Punctuation	
♦ Is there a full stop, question mark or exclamation mark at the end of each sentence?	✓
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♦ Are quotation marks used when a person is speaking?	N/A
Structure	
♦ Does each sentence make sense by itself?	✓
♦ Are the sentences in each paragraph related to each other?	✓
♦ Are the paragraphs in the right order?	✓
♦ Does each sentence say something about a person, place, thing or idea?	✓
♦ Are sentences with more than one idea connected with a joining word?	
Vocabulary	
♦ Have I used a variety of words? (This is to ensure that words are not overused.)	✓
♦ Have I said what I wanted to say?	✓
♦ Will the meaning be clear to the reader?	✓

Example

I need to work on: *Paragraphs, structure and linking words*

Words to put in my personal dictionary:

WRITING A SHORT STORY

Editing

Checked

Spelling

- Are all the words spelt correctly?
- Has spellcheck been used? (remember there are some traps, see Page 91)

Punctuation

- Is there a full stop, question mark or exclamation mark at the end of each sentence?
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- Have I used a variety of words? (This is to ensure that words are not overused.)
- Have I said what I wanted to say?
- Will the meaning be clear to the reader?

I need to work on: _____

_____

Words to put in my personal dictionary: _____

_____

_____

Final Copy

STRESS ON THE ROAD

Donnie and Simon were best mates but no one could understand why. Donnie spent all of his time fixing up his car and he only seemed to be happy when he was covered in grease. Simon, on the other hand, knew nothing about cars. He worked as a chef in a local Chinese restaurant, and liked watching videos on his days off. They both loved music.

Their favourite band was playing in Sydney. They decided to drive up to Sydney to see them and make a weekend of it. Both Simon and Donnie spent the week planning what they were going to do there. Donnie wanted to go to some specialist car part dealers and was sure Simon wouldn't mind going with him. Simon planned to head straight to China town to buy exotic herbs and spices.

Example

On Friday Donnie picked up Simon from the restaurant where he worked. It was after midnight and Simon was driving. They had been on the road for about an hour and a half when the car started wobbling and nearly went out of control. Donnie knew what the problem was, as this had happened before. Donnie knew that the wheel studs had sheared off and the nuts and bolts were tumbling round inside the hub cap. He had no spare wheel studs because he had used them the last time this happened.

They pulled over to the side of the road, and Donnie took the hub cap off. Four studs had come off and the front wheel was being held on by one cracked stud. They were lucky that the whole wheel hadn't fallen off when they were travelling at 100 kph.

There he was on the side of the road, which was just a narrow dirt strip at that point, in the dark with trucks roaring past about two metres away. He knew that he had to get studs from the back wheels to use on the front wheel. Donnie jacked up the back of the car and took two studs out of the back wheels to use to keep the front wheel from falling off. Then he jacked up the front. He was lying under the car with the vibration of the passing trucks making the car shake. Donnie thought that things could not get much worse. How wrong he was.

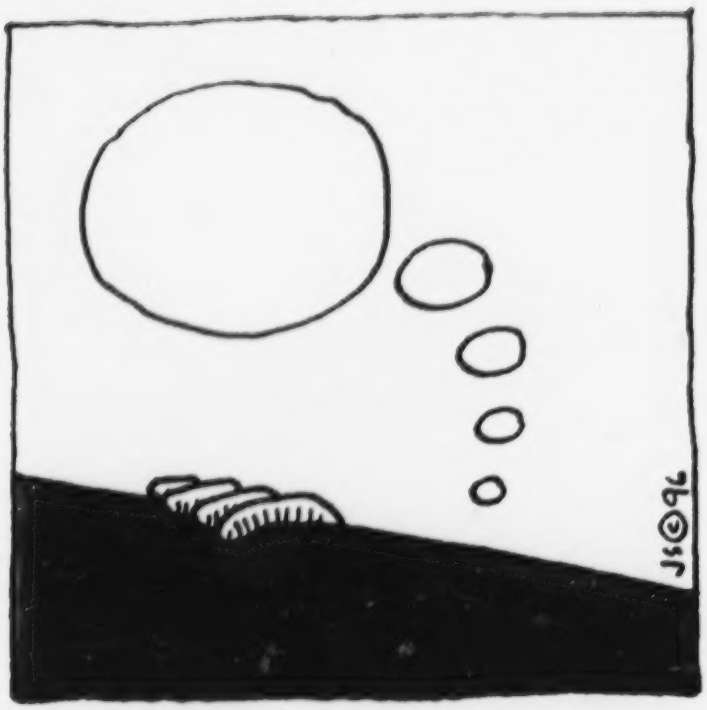
Just then the spanner slipped and he sliced his finger on the hub cap. There was blood everywhere. Simon, who was not helping because he did not know anything about car mechanics, started to laugh when Donnie cut his finger. This made Donnie really angry because he was doing all the work and could have used Simon's help.

Donnie had to use a sock to bandage his cut finger. Simon was still laughing at his friend's bad luck, when a passing truck shot a rock up in the air. The rock hit the car bonnet, ricocheted off the roof, and struck Simon just under his eye. Now he was bleeding too.

With the temporary repairs done, Donnie drove very slowly to Sydney. They spent all Saturday waiting in the Emergency Department of the hospital. On Sunday they spent the morning getting the car fixed. They got to see the band on Saturday night, so the trip was not a complete waste.

SECTION 3

Ideas to Write About



LOOKING AT PAINTINGS

Tom Roberts *A break away!* 1891

Ken Done *Sunday* 1992

Jackson Pollock *Blue Poles* 1952

Writing a description

Choose one of the paintings and imagine you are inside it. Using all of your senses describe what it is like to be there.

Writing about an event

In the painting *A break away!* write about the events that led up to the person riding on the horse.

Writing a point of view

If you could have one of these paintings to put on your wall at home which one would you choose? Explain why you chose this painting.

Writing a short story

Imagine you are inside one of the paintings. Invent a story about a dilemma that has occurred in this setting.

YOUR MIND IS MAGIC

When we imagine a peaceful scene like lying on a beach, we feel the warm sand and sun, hear the waves and smell the salt. Our heart rate and breathing slow down and our muscles relax. This is a good way to feel calm and happy.

Your idea of the best way to relax might be quite different. Perhaps you feel happiest at a football game, in the mountains, or on a motor bike.

Writing a description

Picture a place in your mind where you go to relax. Describe your surroundings. What can you see, hear, touch and taste. How do you feel?

Writing about an event

Imagine that your shoes can speak. Let your shoes tell what happened, from their point of view, the last time you were at a place where you were really relaxed.

Writing a point of view

You want a friend to come with you to your favourite place. Your friend has very different ideas about how to have a good time. Write to your friend convincing him/her to come with you.

Writing a short story

"I wish I could stay here forever." Write a story that finishes with this line.

BRINGING UP CHILDREN

When I was about six years old my parents bought a new car. My father was very proud of it and was showing it to some friends. I picked up a stick and started to draw a picture on the new car. My father shouted "What are you doing?" I said "It's a flying peach." My father started to laugh. I was not punished for scratching the new car, but my family have never let me forget it.

by Beryl Johnson

DISCIPLINE

Penelope Leach in 'Baby and Child' gives parents advice on bringing up children:

1 **Make sure that good behaviour gets rewarded and that bad behaviour does not.**
2 **Be positive: "do" works better than 'don't".**
3 **Be clear.**
4 **Always tell your child why.**
5 **Keep "don't" for actual rules.**
6 **Trust your child to mean well.**
7 **Be consistent in your principles.**
8 **When you are wrong, admit it.**

Health Centre pamphlet

Writing a description

Write a description of a child you know well.

Writing about an event

Think back to your childhood. Write about a situation where you were punished and how you were dealt with.

Writing a point of view

In Beryl's story opposite, her father does not punish her for drawing on the car. Some parents do not believe in punishment. Some parents hit their children. Other parents try to make the punishment fit the bad behaviour. The health centre pamphlet gives parents advice on bringing up children. What do you think is the best way to discipline a child?

Writing a short story

Many children's stories end in morals that try to teach children good behaviour. Some of these are:

"Slow and steady wins the race."

"Don't 'cry Wolf!'" (don't pretend to be in trouble when you are not.)

"Don't build your house of straw." (Do things properly right from the very beginning.)

Write a children's story that ends with one of these morals, or make up one of your own.

FERAL CATS

"We should get rid of all the cats in Australia by the year 2020" according to a member of Parliament from W.A. "Cats are hunters" he commented. "They roam around neighbourhoods killing things. Many types of native birds and small, furry animals are in danger of becoming extinct because they are killed by cats."

However, cat lovers are angry about this suggestion to get rid of all cats. If cats are properly fed and cared for, they are not a danger to native birds and animals. A pet can stop you feeling depressed, make you feel that someone loves you just for yourself, and raise your self-esteem. Stroking a pet cat can lower your heart rate and blood pressure and help you to relax. Owning a pet is very good for a person's health.

PETS

CAT, black, F, long hair and kitten 6 weeks old. Both free to good home. Phone 45453617

CAT, young tortoiseshell. Free to good home. 45990231

KITTENS free. Females. 1 short haired 1 long haired. Beautiful. Ph 27098743

KITTENS 1M 1F. Phone 20743290

KITTENS, free to good home. Ph 69403216

Writing a description

Describe a cat. In your description mention what the cat looks like, how it feels when you touch it and what sounds it makes. If you are describing a cat that you have known since it was young, you could write about how it has grown.

Writing about an event

The advertisements opposite are offering free kittens. You have decided to take one of these cats. What preparations do you need to make before you bring the cat home.

Writing a point of view

Write a letter to the newspaper about whether we should get rid of all cats or not. Give your reasons.

Writing a short story

"Can I keep her? Please . . . please?" my daughter asked me, clutching a kitten.

Write a short story using this as the opening line.

TV TALK SHOWS

A young man was asked to appear on an American daytime television talk show. He was very excited because the show was going to be about people who have secret admirers. A person who was secretly in love with someone would get to declare their love in front of an audience on national television.

He was told that someone had a crush on him, and he would find out who it was if he appeared on the show. He thought it must be one of the waitresses at the restaurant where he worked. He told his family about it and was looking forward to meeting the girl.

It turned out that his secret admirer was a gay man. The TV compere and the audience watched his shock and embarrassment when the truth was revealed. He managed to stay fairly calm and polite while on TV, but said "I am definitely heterosexual".

Later, however, he was distraught. He worried that his family and friends would think he was gay. The next morning he received hate mail, condemning homosexuals. It was all too much for him. He bought a gun, went to the home of his secret admirer and shot him dead.

The producers of the show say that it is just entertainment, and that their show is not responsible for what happened, but a young man is dead, and another one is in jail, and all because of a TV talk show.

Writing a description

The young man in this story thought that he was going to meet his ideal partner.

Write a description of what your ideal partner would be like.

Writing about an event

Imagine you are a friend or family member of one of the people involved in this case. Write about what happened and how you felt.

Writing a point of view

Do you think TV talk shows like this have any value?

Writing a short story

The door bell rang. As I went to open it I wondered how this blind date would turn out.

Finish this story.

WORKING FOR LOVE OR MONEY

Writing a description

Look at the photo. Imagine you are there in the dentist's chair. Describe what you are experiencing.

Writing about an event

You have your ideal job. Write about a day in your working life.

Writing a point of view

Here are some reasons people give for working in their particular job:

- money
- working with nice people
- status (being respected by others because of your job)
- long holidays
- being your own boss
- convenient hours
- opportunity to help other people
- working alone
- wearing a uniform
- doing dangerous work

What do you think are the most important things about a job and give reasons for your choice?

Writing a short story

Couple wanted for work on isolated property. I looked at the stranger next to me in the Employment Agency. "Let's give this a go", I said.

Finish writing this story.

OUR FORESTS

Dear Editor

I wish to express my outrage at the Government's decision to allow woodchipping to continue in Australia's native forests.

The life cycle of a forest is about 500 years however, the woodchip industry wants to cut the forest every 50 years. This means that many plants and animals will become extinct. For example many hundreds of marsupials, bird and bat species build their nests in tree hollows which take at least 150 years to form. This decision makes no sense ecologically.

To make matters worse, we're not even making any money from the woodchip industry. Many of the costs of production are paid for out of the public purse. For example, State forest agencies cover the costs of building access roads for the logging trucks.

It's time for common sense to take over; Governments need to take a long term view. Let's protect our national heritage for our children and those to follow!

Mr A Hamilton
12 Liverpool Rd
GREENWOOD WA

Writing a description

Picture yourself in a forest. Describe what you can see, hear, feel and smell.

Writing about an event

Imagine you are at a meeting about saving a forest. Some of the people at the meeting are Greenies and some are Loggers. Write about what happened.

Writing a point of view

Do you think it is more important to save native forests, or to save the jobs of workers in the timber industry?

Writing a short story

I lay down in my sleeping bag and looked up at the roof of the tent. "This is the life", I thought. Just then I heard a terrible noise coming closer and closer through the forest.

Finish this story.

PLAYING SPORT

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Writing a description

Describe what your favourite team looks like after a hard game.

Writing about an event

Write about a sporting event you have seen from start to finish.

Writing a point of view

Do you think that athletes should be tested for all drugs, or only drugs that affect their sporting performance?

Writing a short story

Imagine you are a world class athlete. Write a story about yourself.

SECTION 4

Help

HELP

Refer to this section when you need help with structure, punctuation and spelling. You may want to refer to it as you write or when you are editing.

Structure

- Writing in Sentences
- Writing in Paragraphs
- Writing about the Past

Punctuation

- Capital Letters
- Full Stops
- Question Marks
- Exclamation Marks
- Commas
- Apostrophes
- Quotation marks

Spelling

- Spelling Hints
- Spelling Strategies
- Spelling Rules
- Spellcheck
- Homophones
- Using a Dictionary

Personal Dictionary

STRUCTURE

Writing in sentences

A sentence is a group of words which makes complete sense by itself. It is used to say something about a person, place, thing or idea. It can make a statement, ask a question, give a command, make a request or show a feeling. Sentences always start with a capital letter. They end with either a full stop, a question mark or an exclamation mark. Sentences can be any length as long as they make sense on their own.

for example:

Sentence	Not a sentence	Explanation
The vase is broken.		This sentence is a statement.
Why is the vase broken?		This sentence is a question.
	The vase is broken because.	This is not a sentence because it is not complete. The word *because* tells us that the writer is going to explain why the vase is broken but the writer has not finished the sentence. It could be finished by - *The vase is broken because it fell off the table.*
Fix the vase!		This sentence is a command.
	On the floor.	This is not a complete sentence. The writer has not told us what is on the floor. If we say what is on the floor it would be a sentence. *The vase is on the floor.*
Because the vase was made of glass when I dropped it on the floor it shattered into tiny pieces.		This is a long sentence. A sentence can have more than one idea as long as these ideas are connected with joining words. Notice how the parts of this sentence are joined by the words *because* and *when*.

Sentence	Not a sentence	Explanation
I loved that vase!		This sentence is an exclamation.
	The beautiful glass vase.	This is not a sentence because it does not tell us about the vase. We could make it a sentence by adding - *The beautiful glass vase was on the table.*
	The vase was on the table, it fell off.	This is really two sentences written as if it was one sentence. We could write it as two sentences - *The vase was on the table. It fell off.* *or* We could join the sentences with a joining word - *The vase was on the table, but it fell off.* **Note** - A comma alone can not be used to join sentences.

Writing in paragraphs

A paragraph is a group of sentences that explores one idea or topic. A well written paragraph usually includes a topic sentence, a number of supporting sentences and a concluding sentence. All of these sentences relate very closely to each other.

The topic sentence tells the reader what the main idea of the paragraph is. Because it introduces the topic to the reader it makes sense to put it at the beginning of the paragraph. This means that the reader will know what the rest of the paragraph is about when she/he has read the first sentence.

Each of the other sentences in the paragraph supports the topic sentence. The supporting sentences might state facts, they might give examples to illustrate the topic sentence or they might give reasons that explain the topic sentence.

To finish off the paragraph a concluding sentence is used. It might restate the topic sentence, recommend a course of action, ask a question or give an opinion, however, it must be based on what has already been said in the paragraph.

Writing about the past

When we are writing about something that happened in the past, we put the letters *ed* on the end of the words that show action (verbs).

for example:

I *helped* him with his work yesterday.
She *jumped* off the diving board.
They *walked* home last night.

The first sentence in each of the examples below is written in the present. In the second sentence *ed* is added onto the end of the verbs because they are written in the past.

for example:

1. I cook dinner every night.
2. I cooked dinner last night.

1. Parking inspectors work hard on weekdays.
2. Parking inspectors worked until 5.30pm yesterday.

1. Always wash your hands before eating.
2. We washed our hands after patting the dog.

Some words that show action (verbs) are written with *have* or *has* in front of them.

for example:

The right way	The wrong way	Explanation
I have seen him.	I seen him.	Some words should always be written with *have* or *has* in front of them, when we are writing about something that happened in the past.

Here are some words that need *have* or *has*.

have seen
have done
have taken
have come
have driven
have gone
have eaten

The right way	The wrong way
I have never driven a Porsche.	I have never drove a Porsche.
Have you ever eaten a whole pizza?	Have you ever ate a whole pizza?
Have you eaten dinner yet?	Have you ate dinner yet?
He has already gone.	He had already went.

When we are writing about what happened in the past, some action words do **NOT** need have or has in front of them.

saw
did
came
drove
ate
took

The right way	The wrong way
He saw our new house yesterday.	He seen our new house yesterday.
We did a lot of work last week.	We done a lot of work last week.
Dad came home late last night.	Dad come home late last night.
She took my car.	She has took my car.
They did their work.	They have did their work.

Explanation

seen, done, come MUST take *have* or *has* in front of them. We must say **have seen, have come, have done.**

took, did do not take *have* or *has* in front of them. We say **she took, they did.**

Punctuation

Capital letters A B C D E

Capital letters are used:

- at the beginning of a word
- at the start of a sentence
- for a person's name, a special place or a special thing
- for days of the week and months of the year
- for the first word inside quotation marks for direct speech
- When *I* is used to refer to yourself

for example:

The workman said, "Please keep to the left."

Brisbane

the Attorney General

The Man From Snowy River is my favourite movie.

Monday 23 September

General Motors Holden

Today I have to go to the dentist.

The full stop .

A full stop is used to show the end of a sentence.

for example:

He is a kind man.

The question mark ?

A question mark is used at the end of a sentence that asks a question.

for example:

Is he a kind man?

The exclamation mark !

The exclamation mark is used at the end of a sentence to show shock, surprise or urgency.

For example:

Help! Stop! Oh!
What a kind man!

The comma ,

The comma is used to separate items on a list. It is also used to indicate a brief pause in a sentence.

for example:

I bought bread, margarine, potatoes, fruit and milk.
If you won the lottery, would you share the money with your relatives?

The apostrophe '

Apostrophes show where letters have been left out when two words are shortened into one.

for example:

can't is short for can not
don't is short for do not

Apostrophes also show possession. This means that something belongs to someone.

for example:

Have you seen *Brad's* new car?
That is my *mother's* house.

Quotation marks " "

Quotation marks show the exact words that have been spoken. They are sometimes called speech marks.

for example:

"Would you like a cup of tea?" she asked politely.

Spelling

Hints to improve your spelling:

- use spelling strategies
- know the spelling rules and when to apply them
- spellcheck your work on a computer but be aware of traps such as homophones and American spelling
- use a dictionary
- keep a personal spelling dictionary of words you use
- read widely and often
- write and edit your own work

Spelling strategies

There are a number of different ways to learn spelling. Try them and see what works best for you.

1. Saying the sound

Some words are spelt the way they sound. Listen for each sound as you say it and write down the letters that make the sounds.

for example:

j-u-m-p = jump

2. Saying the spelling

Some words are not spelt the way we say them. When spelling say the word aloud the way it is spelt.

for example:

sound the letter *k* when spelling *knife*.

3. Memory hooks

Look at the word and think of something that can jog your memory.

for example:

if your word is *parallel* and you can't remember if the word has one *l* or two, then picture it using parallel lines, like this 'para//el'.

4. Word shape

Look at the word and draw an outline around it. This will help to fix the shape of it in your mind.

for example:

budget

5. Tracing

Trace the word onto a surface or in the air. The larger you make the letters, the better it imprints on your mind.

6. Words within words

Look for words inside a word

for example:

eat is inside *meat*

7. Base words, prefixes and suffixes

Many words are made up of a base word with a part added at the front (a prefix) and/or a part added at the back of a word (a suffix). Prefixes change the meaning of the base word but **not** the spelling. Just add the prefix to the beginning of the base word. Suffixes change how a word can be used in a sentence and often change the spelling of the base word.

for example:

the word *replacing* is made up of the base word *place*, the prefix *re* and the suffix *ing*

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Spelling rules

Spelling rules don't always apply but it is helpful to know them.

Adding endings:

1. When you add endings (suffixes) which begin with a vowel (such as - ed, able, ing)

(a) Double the last consonant if:

- the word has only one syllable and ends in a consonant/vowel/consonant

  for example:

put	putting
(cvc)	double the *t*
stop	stopping
(cvc)	double the *p*

- the vowel in the last syllable makes a short vowel sound

  for example:

begin	beginning
short sound *i*	double the *n*
propel	propelling
short sound *e*	double the *l*

- the accent is on the last syllable

  for example:

occur	occurring
stress the last syllable	double the *r*
refer	referring
stress the last syllable	double the *r*

(b) Do not double the last letter if:

- the accent (stress) is not on the last syllable

  for example:

offer	offering
stress is on the first syllable	do not double the *r*
gossip	gossiping
stress is on the first syllable	do not double the *p*

(c) Drop the *e* in words that end in a silent *e*.

for example:

dine	dining
silent *e*	leave out the *e*
use	using
silent *e*	leave out the *e*
move	moving
silent *e*	leave out the *e*

(d) C and G have two sounds - hard and soft. The letters after the c and g give a clue about whether the sound is hard or soft.

- *g* followed by *a, o, u,* or a consonant makes a hard sound

  for example:
  gun

- *g* followed by *e, i* or *y* makes a soft sound

  for example:
  cage

- *c* followed by *a, o, u* or a consonant makes a *k* or hard sound

  for example:
  clothes

- *c* followed by *e, i* or *y* makes a soft sound

  for example:
  lace

- Where *g* or *c* is to be a soft sound and the ending begins with *a, o, u* or a consonant then leave the *e* in the word

  for example:
  changeable
  noticeable

2. Endings which begin with a consonant

When you add endings (suffixes) which begin with a consonant (such as *ly ment* or *ful*)

- do not change the spelling of the base word

for example:

soft	softly
waste	wasteful

3. Plurals

- Add s to most words to make them plural

for example:

book	books
table	tables

- Add *es* to words which end in *s, ss, z ch, sh* or *x* to make them plural

for example:

lunch	lunches
boss	bosses

- Add *s* to words ending in a vowel then a *y* (for example - *ay, ey* and *oy*) to make them plural

for example:

essay	essays
day	days

- Change the *y* to an *i* and add *es* to words that end in a consonant followed by *y*

for example:

fly	flies
baby	babies

- Change the *f* to a *v* and add *es* to some words that end in *f* but not all. The key here is to listen to the sound of the plural word. If you still hear an *f* sound just add *s*, if you hear a *v* sound then change the *f* to *a v* and add *es*

for example:

cliff	cliffs
safe	safes
half	halves
leaf	leaves

- Change the vowel to make some words plural

for example:

foot	feet
tooth	teeth
woman	women

4. When *all, full, fill, will* or *skill* are joined to words drop one *l*

for example:

care + full	careful
all + ways	always
full + fill	fulfil

Spellcheck

If you use a computer to type your work, you can use *spellcheck* to check your spelling.

The computer will check through your writing and highlight any words that are not in its dictionary. This is because you have spelt the word incorrectly or the word has not been entered into its dictionary. Spellcheck will usually suggest replacement words which include the correct spelling of the word you have typed.

When using *Spellcheck* there are some **traps** that you should be aware of:

- The names of people and places may not be in the computer's dictionary. You can add them - see Help on the *spellcheck* menu.

- The computer uses the first few letters of the word you have typed to work out which word you meant to write. If you spell the beginning of the word correctly it is most likely to suggest the correct replacement word.

- Some American words are spelt differently from Australian words. Some spellcheck programs use American spelling.

- Homophones are words that sound the same but have different meanings depending on how they are spelt. For example *there, their* and *they're*.

  You need to be aware of homophones when you edit your work particularly if it has been typed on a computer. Computers can only pick out words that have been spelt incorrectly; they cannot tell if the wrong homophone has been used.

for example:

there	means place	My car is over there.
their	shows possession	It is their car.
they're	short for they are	They're in the car.

Using a dictionary

The dictionary is a useful tool for learning spelling, finding the meanings of words and learning how to pronounce words.

To use a dictionary you need to know the alphabet.

a b c d e f g h i j k l m n o p q r s t u v w x y z

If you don't, then have a card with the alphabet written on it beside you.

To locate words quickly, get to know where the letters are

Firstly divide your dictionary into halves and work out what letters are in the first half and the second half.

section 1	A - L
section 2	M - Z

Now divide each half again, so that now the dictionary is grouped into 4 sections

section 1	A - D
section 2	E - L
section 3	M - R
section 4	S - Z

for example:

heavy	section 2
bank	section 1
leg	section 2
severe	section 4
medicine	section 3

Practice this as it will help you to find words quickly.

Guide words

On each page of the dictionary there are two words written in bold letters at the top of the page. The word in the top left hand corner is the first word on that page. The word in the top right hand corner is the last word on the same page. These words give you the range of the words that will be found on that page.

Personal dictionary

Word groups that may be useful to you

Days of the week

Sun**day**	Mon**day**	Tues**day**	Wednes**day**
Thurs**day**	Fri**day**	Satur**day**	

Months of the year

1 January	2 February	3 March	4 April
5 May	6 June	7 July	8 August
9 September	10 October	11 November	12 December

Numbers

1 one	11 eleven	21 twenty-one	31 thirty-one
2 two	12 twelve	22 twenty-two	32 thirty-two
3 three	13 thirteen	23 twenty-three	33 thirty-three
4 four	14 fourteen	24 twenty-four	34 thirty-four
5 five	15 fifteen	25 twenty-five	35 thirty-five
6 six	16 sixteen	26 twenty-six	36 thirty-six
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine
10 ten	**20 twenty**	**30 thirty**	**40 forty**

50 fifty	**60 sixty**	**70 seventy**	**80 eighty**
90 ninety		**100 one hundred**	
101 one hundred and one		200 two hundred	
1 000 one thousand		1 001 one thousand and one	
1 100 one thousand one hundred		**10 000 ten thousand**	
100 000 one hundred thousand		**1 000 000 one million**	

Put your own words here

A a

B b

C c

D d

E e

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

T t

U u

V v

W w

X x

Y y

Z z

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